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NT 632 Exegesis of Philippians

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NT 632 -- Philippians
Fall 2006 -- Dr. Mulholland

PERSPECTIVE: Nothing requires a deeper level of spiritual maturity than the exegetical study of God's Word. Nothing enhances our spiritual maturity more consistently than the exegetical study of God's Word. This symbiotic reality is the primary dynamic of biblical exegesis. All teaching and learning, in the Christian and biblical perspective, must be directly related to a personal and growing relationship with Jesus as Lord. It is my prayerful intention to seek to be all the Lord purposes for me to be in leading this class; and it is my prayerful hope that you will seek to allow the Lord to so guide your study and participation that His full purpose for you might be fulfilled in this course.

PURPOSE: We will seek to actualize God's purposes for us in this course through the development of a sound methodology of biblical exegesis and its application to selected passages in Paul's letter to the Philippians.

PARTICULARS: It is prayerfully expected that your faithful stewardship and discipline in this course will be used of God to enable you to acquire the following knowledge, skills, and abilities:

Understanding of the value of sound biblical exegesis in every phase of Christian life and ministry.

Cognizance of the best basic resources for biblical exegesis, knowledge of their use, and ability to employ them.

Acquisition of the necessary tools for sound biblical exegesis:

The ability to establish:
 the textual context of a passage
 the literary context of a passage
 the historical context of a passage
 the theological context of a passage

The ability to "translate" the passage into contemporary life.

Development of a sound exegetical methodology

PROCEDURES: The following will provide some of the scholarly spiritual disciplines of loving obedience and stewardship through which I trust the Lord will enable us to actualize His purposes for the course:

1. Texts: *Novum Testamentum Graece*, Nestle-Aland, 27th Edition.
 Introduction to Biblical Interpretation, Klein, Blomberg, Hubbard (KBH)
 Opening the Bible, Thomas Merton

2. Preparation:

- a. It is hoped that you will enter into a covenant of prayer for the class and the course.
- b. It is urged that each period of individual study be started with prayer,

- interlaced with prayer and praise and dedicated to God in prayer at its close.
- c. It is expected that you will be a faithful steward of time in two areas:
 - i. Consistent participation in class sessions.
 - ii. Commit at least two hours to the Lord for prayer and study in preparation for each class hour.
 - d. It is expected that you will come to class fully prepared through disciplined prayer and study that you may be all God wants you to be in the class session.
 - e. It is presumed that you will exhibit graduate level competence in comprehension of reading, integration learning, and presentation of understanding.

3. Class Sessions:

Lecture-Discussion. The major source of the learning experience will be the class session. This phase will give high priority to class discussion of the various aspects of exegesis.

Laboratory. This phase will focus upon the application of exegetical principles to selected passages of the New Testament.

4. Written Assignments:

These will be in the form of assigned exercises as noted in the TENTATIVE SCHEDULE, and will be due on the date listed. These are to be not more than two, typed double-spaced pages in length. (Legibly handwritten assignments will be allowed when frequent use of the Greek words or phrases is required)

5. Final Exercise:

The final exercise will provide you the opportunity to reflect your grasp, integration, and utilization of the tools and methods of biblical exegesis. This will be a "take home" exercise.

6. The quality of written assignments and the final exercise should reflect work done "as unto the Lord" for they will reflect the cumulative results of the depth and faithfulness of your stewardship of time and study.

PERFORMANCE: Your comprehension and integration of the particulars of the course will be evaluated on the basis of the written assignments and the final exercise. A faithful, consistent, obedient stewardship of time and work, in which you seek to be faithful to the Lord's purposes for you in the course, should result in successful completion of the course..

In order to maintain integrity with those who are faithful to the learning covenant of seminar attendance and submission of work, the following actions will govern unexcused absences and late submission of work:

- | | |
|------------------------------|-----------------------------------|
| Over 10% unexcused absences: | 1 grade-level reduction (A to A-) |
| Over 20% unexcused absences: | 2 grade-level reduction (A to B+) |
| Etc. | |

Three unexcused lates will equal one unexcused absence.
Late submission of assignments will incur a one grade-level reduction per week late.

BIBLIOGRAPHY: The following list is neither inclusive nor exhaustive. It presents a few of the basic resources for exegesis.

BIBLIOGRAPHICAL

Bibliographical Resources for Ministry, David Bauer, ed.

DICTIONARIES

Theological Dictionary of the New Testament, (10 vols.), Kittel

Theological Dictionary of the New Testament, (1 vol.), Kittel

The New International Dictionary of New Testament Theology, (3 vols.), Colin Brown

Exegetical Dictionary of the New Testament, (3 vols.) Balz and Schneider

GREEK RESOURCES

Bauer, *A Greek English Lexicon of the New Testament*

Moulton & Geden, *Concordance to the Greek Testament*

Metzger, *Lexical Aids for Students of New Testament Greek*

Greenlee, *A Concise Exegetical Grammar of New Testament Greek*

Dana and Mantey, *A Manual Grammar of the Greek New Testament*

Brooks and Winbery, *Syntax of New Testament Greek*

Winter and Winter, *Word Study New Testament and Concordance*

TEXTUAL CRITICISM

Metzger, *The Text of the New Testament*

----- *A Textual Commentary on the Greek New Testament*

THE NEW TESTAMENT AND ITS TIME

Bruce, *New Testament History*

Feine, Behm, Kummel, *Introduction to the New Testament*

Ferguson, *Backgrounds of Early Christianity*

Guthrie, *New Testament Introduction*

Reicke, *The New Testament Era*

Schurer, *The History of the Jewish People in the Age of Jesus Christ*, (Revision by Black, Vermes, Millar)

TENTATIVE SCHEDULE

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT</u>
Sep 6	<u>Introduction</u> Why Exegesis?	Hebrews 4:12-13; Mark 12:18-27; KBH Ch.1, 6; Merton
Sep 8	Discuss Merton <u>Textual Context</u>	List Greek Sentences in Philipians*

Sep 13	Lab	Outline Philippians from Greek Sentences*
Sep 15	Text Establishment <u>Textual Criticism</u>	Metzger, <i>A Textual Commentary on the Greek New Testament</i> , xiii-xxxi; KBH 119-125.
Sep 20	Literary Context Lab	KBH 214-228, Ch 10 Diagram Phil 2:1-4*
Sep 22	Lab	Diagram Phil 2:5-8*
Sep 27	<u>Syntax</u> Lab	Define the Syntax of Phil 2:1-4*
Sep 29	Lab	Define the Syntax of Phil 2:5-8*
Oct 4	<u>Vocabulary</u>	KBH 240-256.
Oct 6	Lab	Do a study of <i>fronew</i> and cognates*
Oct 11	Lab	Do a study of <i>morfh</i> and cognates*
Oct 13	Historical Context <u>Jewish Background</u>	KBH 229-239.
Oct 18	Lab	Identify Jewish Elements in Phil 3:2-6*
Oct 20	<u>Hellenistic Background</u>	
Oct 25	Lab	Identify Hellenistic Elements in Phil 1:27-30*
Oct 27	<u>Theological Context</u>	KBH Ch 6.
Nov 1	Philippians 1	Be acquainted with the Greek text
Nov 3	Lab	Clarify ¹ the meaning of Phil 2:1-4*
Nov 8	Philippians 2	Be acquainted with the Greek text
Nov 10	Lab	Clarify the meaning of Phil 2:5-8*

¹ That is, employ the whole exegetical process to arrive at as complete an understanding of the passage as is possible. Your **written** assignment will be steps III and IV of "Steps of Exegesis" on page 5.

Nov 15	Philippians 3	Be acquainted with the Greek text
Nov 17	Lab	Clarify the meaning of Phil 3:12-16*
Nov 29	Philippians 4	Be acquainted with the Greek text
Dec 1	<u>Exegetical Sermons</u>	KBH Ch. 11;
Dec 6	Lab	Be acquainted with 2 Cor 2:14-3:18
Dec 8	Lab	Be Acquainted with Rev 3:14-22

STEPS IN EXEGESIS:

- I. Outline the document according to its internal structure (GK)
 - A. Develop the Major Units (I. II. III. etc.)
 - B. Define the sub-divisions of each major unit (A, B, C)
 - C. Clarify the parts of each sub-division (1, 2, 3, etc.)

- II. Work with a sub-division (A, B, etc.) as the basic unit.
 - A. Establish the text if necessary (Textual Criticism)
 - B. Clarify the syntactical structures of the unit (Diagram)
 - C. Identify focal contextual elements and research
 1. Literary Context:
 - a. Syntax--identify, determine function
 - b. Vocabulary--frequency, usage, meaning
 - c. Form--identify, determine use
 2. Historical Context:
 - a. Historical situation of the writing
 - b. Jewish background (Palestine/Diaspora)
 - c. Hellenistic background
 - D. Determine the meaning of the text.
 - E. View the text within its larger context

- III. Write out a verse by verse commentary on the unit, drawing together the material from step II.

- IV. Summarize the focal message of the text (Christian perspective/lifestyle)
 - A. For the original readers.
 - B. For your own spiritual life.
 - C. For contemporary readers.